

# Geography Skills Progression

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"Our DREAM is for greatness in our learning. To BELIEVE, in our unique talents and gifts and ACHIEVE a better world, living life to the full."



*Dream Believe Achieve*

Locational Knowledge					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
<p>UTW - The World (ELG) Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>PD – Health and Self Care (ELG) Children talk about ways to keep healthy and safe.</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>- Know about some present changes that are happening in the local environment e.g. at school - suggest ideas for improving the school environment</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p>Locate and name the main counties and cities in England.</p>	<p>Locate main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night.</p> <p>Linking with History, compare land use maps of UK from past with the present.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	Year 6	

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Place Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know the country and city / town in which we live  Name one or two contrasting countries in the world and why they are different or similar	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country -India		Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, (Greece and Italy) and a region within North or South America. (Amazon)		Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a non- European country (Antarctica) and a region within North/South America (Mexico)	
Human and Physical Geography						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss the 4 seasons and weather associated with these. Choose outfits best suited for weather in each season and reasons why  Describe human features including; street furniture; house, pavement, road, bus stop, post box, lamp post, traffic light, shop etc.  Describe physical features including; field, river, sea, season, weather, beach, forest, wood, desert, polar region	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  use basic geographical vocabulary to refer to: Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		Physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle  Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  explain about natural resources -describe how people have been affected by changes in the environment - how people have affected the environment and caused change		Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Physical features of locations within the UK  Human geography including trade, links to History and Industrial Revolution. Land use and settlement in Bury and how it has changed over time – link to Victorian Bury/ Victorian Topic and Industrial Revolution  Fair/unfair distribution of resources (Fairtrade Fortnight) and links to Mexico and the Mayans (Links with History of Chocolate Topic)	

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Geographical Skills and Fieldwork							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Use a map with teacher to identify where the British Isles are, a hot setting, a cold setting, and where the oceans are.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use the eight points of a compass, map symbols and keys (including the use of OS maps) to build their knowledge of the UK and the wider world	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied	Use the eight points of a compass, four-figure and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.	
Go on a local walk, find, record, and discuss human features such as street furniture.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;		Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, and plans		Extend to 6 figure grid references with teaching of latitude and longitude		
	devise a simple map; and use and construct basic symbols in a key		- Begin to explore features on OS maps using 4 figure grid references and use to explore and build knowledge of their location		Expand map skills to include non-UK countries. Looking at Antarctica during Explorers topic		
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		- Know how the locality is set within a wider geographical contexts draw accurate maps with more complex keys		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
			- plan the steps and strategies for an enquiry – local area study				

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Map

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